

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Union School District

CDS Code: 10623566007025

School Year: 2021-22

LEA contact information:

Annette S. Machado

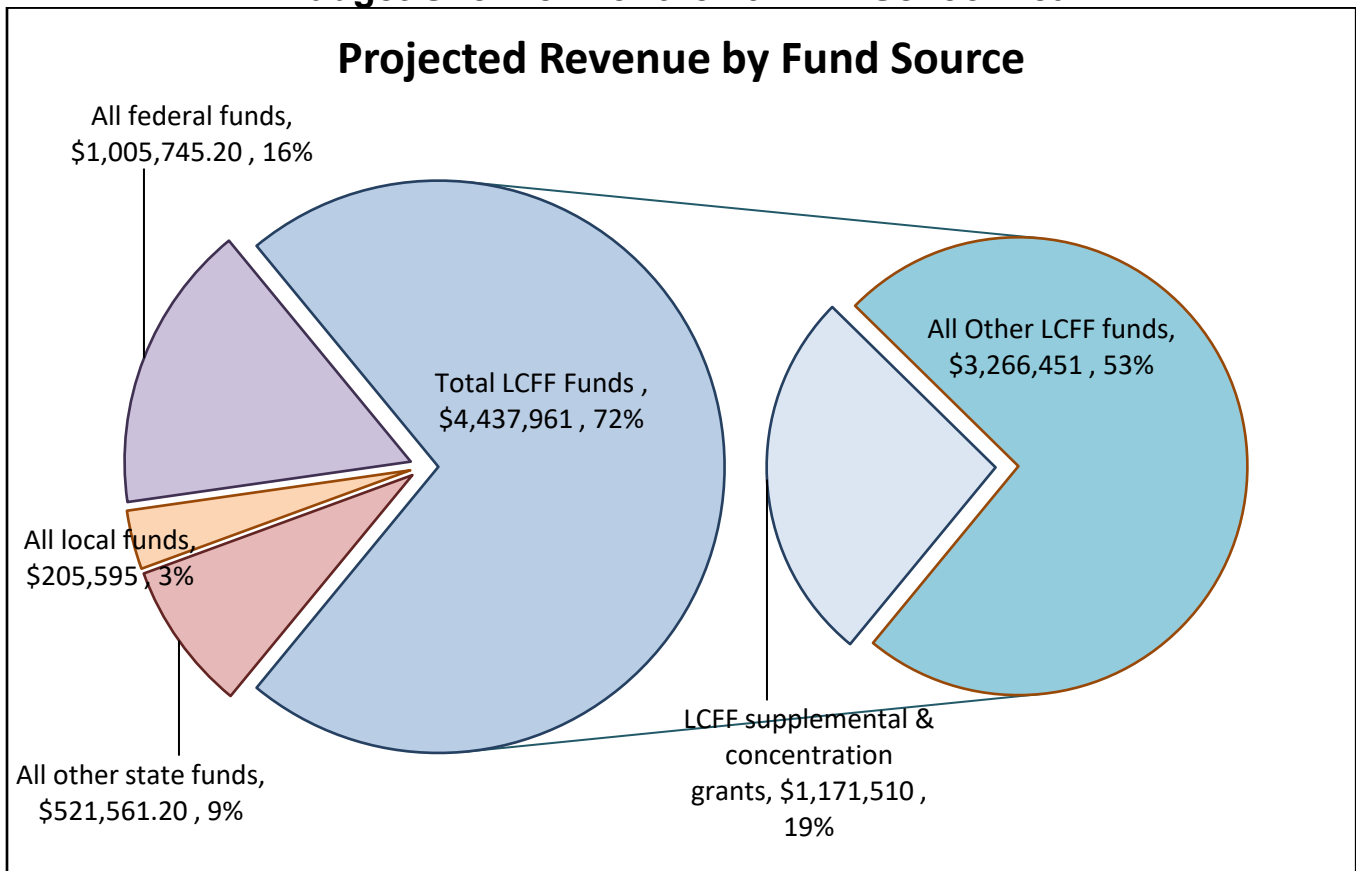
Superintendent/Principal

amachado@puschool.org

(559) 834-2533

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

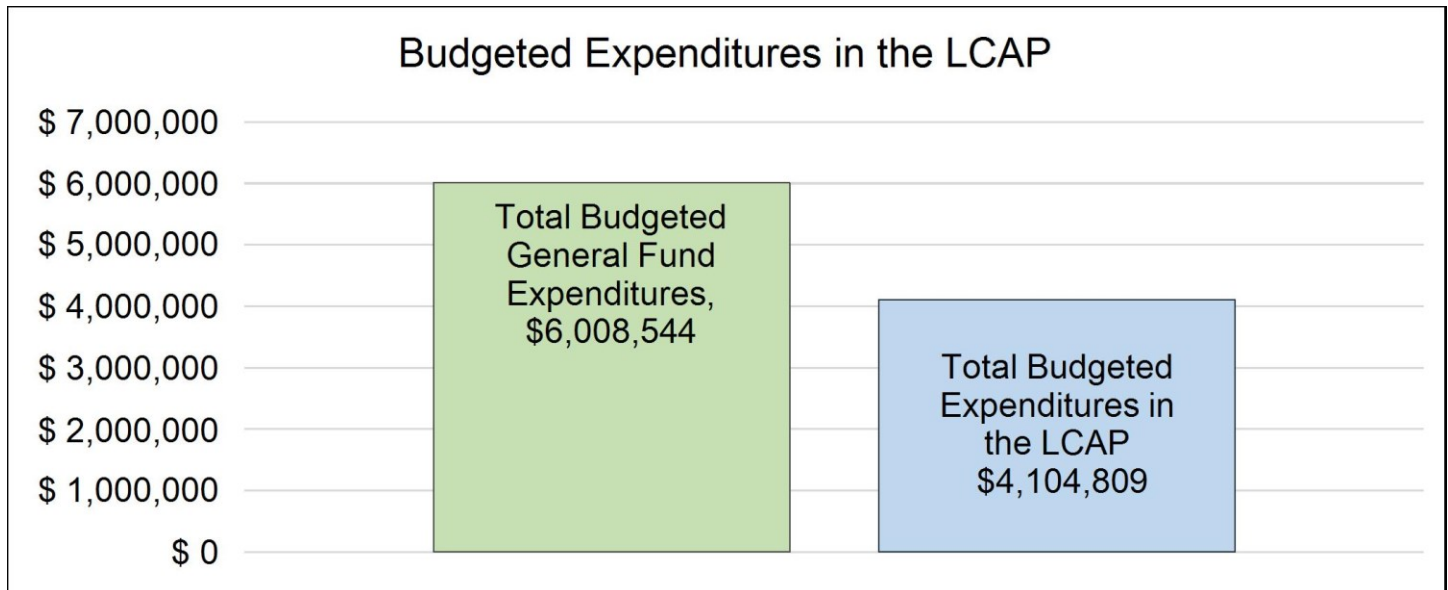


This chart shows the total general purpose revenue Pacific Union School District expects to receive in the coming year from all sources.

The total revenue projected for Pacific Union School District is \$6,170,862.4, of which \$4,437,961 is Local Control Funding Formula (LCFF), \$521,561.20 is other state funds, \$205,595 is local funds, and \$1,005,745.20 is federal funds. Of the \$4,437,961 in LCFF Funds, \$1,171,510 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific Union School District plans to spend \$6,008,544.20 for the 2021-22 school year. Of that amount, \$4,104,809 is tied to actions/services in the LCAP and \$1,903,735.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

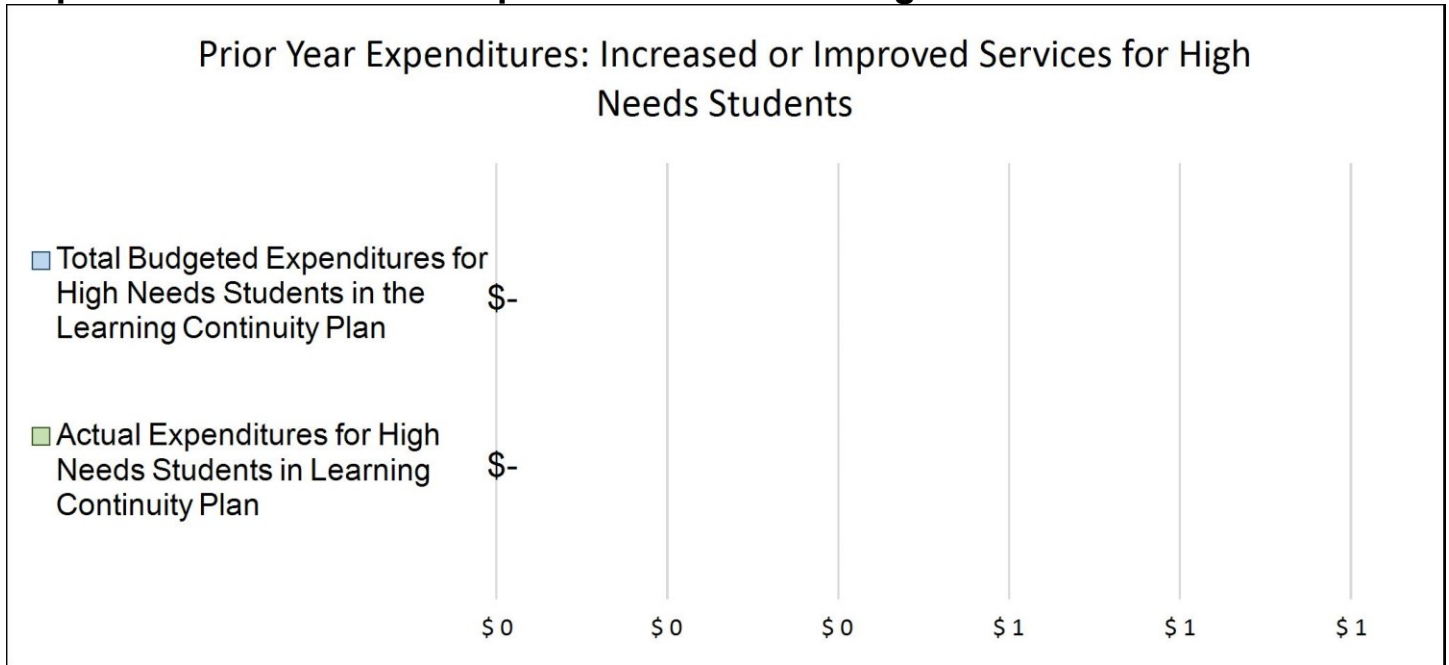
General fund expenditures not included in the LCAP include the LCFF Base grant funding used for general administration and special education. Although the district did not budget any S&C dollars in the LCP, it still met its MPP by spending the required S&C dollars on high needs students.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pacific Union School District is projecting it will receive \$1,171,510 based on the enrollment of foster youth, English learner, and low-income students. Pacific Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Union School District plans to spend \$1,171,510 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Pacific Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pacific Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pacific Union School District's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Pacific Union School District actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pacific Union School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

All students, including subgroups, will make continued academic progress with the intent of meeting or exceeding a year’s growth toward Common Core proficiency, English Language Arts/English Language Development, Mathematics, Science, and all academic disciplines as measured by state and local assessments.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by ELA CAASPP scores Distance from Level 3</p> <p><b>19-20</b> -25</p> <p><b>Baseline</b> 2016-2017 (-48)</p>	<p>-28.3 (2018-2019) - Target Met</p>
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by Math CAASPP scores Distance from Level 3</p> <p><b>19-20</b> -50</p> <p><b>Baseline</b> 2016-2017 (-65)</p>	<p>-46.6 (2018-2019) - Target Met</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of 3rd – 8th grade students reading on grade Level (Proficient or Advanced)</p> <p><b>19-20</b> 25%</p> <p><b>Baseline</b> 2016-2017 21%</p> <p><b>Metric/Indicator</b> Percentage of EL students with increased growth (increase of 1 level) on CELDT Assessment</p> <p><b>19-20</b> 16% of EL students will grow 1 level in ELPAC proficiency.</p> <p><b>Baseline</b> 2016-2017 31% of EL students grew 1 level in CELDT proficiency.</p>	<p>25% (2018-2019) - Target Met according to local assessment</p> <p>36.7% (2018-2019) - Target Met</p>
<p><b>Metric/Indicator</b> Percentage of EL students meeting reclassification</p> <p><b>19-20</b> 2% of EL students meet reclassification criteria</p> <p><b>Baseline</b> 2016-2017 2.1% of EL students met reclassification criteria</p>	<p>7.6% (2019-2020) - Target Met</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given the unduplicated students in our district have some of the lowest academic performance as measured by the Smarter Balanced Assessment, after school intervention and tutoring programs using credentialed teachers will be principally directed toward the unduplicated population for English Language Arts and Mathematics and should result in increased academic performance on state assessments for these students.</p>	<p>1000: LCFF Supplemental and Concentration \$22,000            2000: LCFF Supplemental and Concentration \$810            3000: LCFF Supplemental and Concentration \$3,000            4000: Governors CTE Initiative: California Partnership Academies \$582.11            5000: LCFF Supplemental and Concentration \$8,029</p>	<p>1000: LCFF Supplemental and Concentration \$1,035            2000: LCFF Supplemental and Concentration 0            3000: LCFF Supplemental and Concentration \$246.79            4000: Governors CTE Initiative: California Partnership Academies \$194.80            5000: LCFF Supplemental and Concentration \$3,673.61</p>
<p>The unduplicated pupils in our district have the lowest academic performance. To address this need, Pacific Union will provide a Curriculum and Technology teacher and Reading Language Specialist to assist students and teachers with mastery of common core and 21st century learning. It is our expectation that providing this will result in increased performance on the ELA CAASPP and Scholastic Reading Inventory over the next three years.</p>	<p>1000: LCFF Supplemental and Concentration \$65,184            3000: LCFF Supplemental and Concentration \$21,707</p>	<p>1000: LCFF Supplemental and Concentration \$71,459.50            3000: LCFF Supplemental and Concentration \$11,890.32</p>
<p>Given the unduplicated students in our district have some of the lowest academic performance as measured by the Smarter Balanced Assessment, summer school will be principally directed toward the unduplicated population for English Language Arts and Mathematics and should result in increased academic performance on state assessments for these students.</p>	<p>1000: LCFF Supplemental and Concentration \$25,000            3000: LCFF Supplemental and Concentration \$6,543            4000: LCFF Supplemental and Concentration \$8,457            5000: LCFF Supplemental and Concentration \$10,000</p>	<p>1000: LCFF Supplemental and Concentration 0            3000: LCFF Supplemental and Concentration 0            4000: LCFF Supplemental and Concentration \$213.55            5000: LCFF Supplemental and Concentration \$2,583.84</p>
<p>Given the unduplicated students in our district have some of the lowest academic performance in English Language Arts/Reading Comprehension as measured by the Smarter Balanced Assessment and Scholastic Reading Inventory, aides for daily intervention will be principally directed toward the unduplicated population for English Language Arts and English Language Development, and should result</p>	<p>2000: LCFF Supplemental and Concentration \$95,800            3000: LCFF Supplemental and Concentration \$45,000</p>	<p>2000: LCFF Supplemental and Concentration \$136,672.39            3000: LCFF Supplemental and Concentration \$57,773.55</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>in increased academic performance on state and local assessments for these students.</p> <p>The unduplicated pupils have the least opportunity to learn outside of the classroom. To address this need Pacific Union will provide up to two grade-level off campus field trips to increase background knowledge and English Language Development. It is our expectation that field trips will result in increased growth on the ELPAC over the next three years.</p> <p>Pacific Union’s dashboard ELA and Math Performance Indicator show improvement is needed with respect to unduplicated students. Our indicator is Yellow for all subgroups. To address this need, Pacific Union will provide teacher professional development activities, coaching to increase instructional effectiveness, and to facilitate grade level meetings that focus on data driven instructional decisions and use research-based best practices in instruction. It is our expectation that these services will result in increased academic performance on state and local assessments for these students.</p>	<p>4000: LCFF Supplemental and Concentration \$400</p> <p>5000: LCFF Supplemental and Concentration \$18,100</p> <p>1000: LCFF Supplemental and Concentration \$9,000</p> <p>3000: LCFF Supplemental and Concentration \$1,300</p> <p>5000: LCFF Supplemental and Concentration \$15,700</p>	<p>4000: LCFF Supplemental and Concentration \$128.48</p> <p>5000: LCFF Supplemental and Concentration \$8,851.67</p> <p>1000: LCFF Supplemental and Concentration \$3,920</p> <p>3000: LCFF Supplemental and Concentration \$499.33</p> <p>5000: LCFF Supplemental and Concentration \$3,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Using state and local data and input from parents, students, teachers, and other stakeholders the following adjustments had to be made:

Action 1: After-school tutoring sessions were moved to an online platform because the campus was no longer accessible due to COVID-19. The unspent expenditures of \$29,288.80 were not used and set aside to be used when students can return to campus for in-person learning without restrictions.

Action 2: The Curriculum and Technology Teacher and Reading Specialist were implemented as planned. Due to school closure and increased need for technology, the Curriculum and Technology Teacher was utilized more than initially planned to assisted students, including English learners, low-income, foster youth students, families, teachers, and staff. The unspent amount of \$3,541.18 was due to the pandemic and school closure.

Action 3: Summer School was not held due to the impact of COVID-19 and school closure. The unspent expenditures of \$47,202.61 were not used and set aside to be used when students can return to campus for in-person learning. The \$2,797.39 was spent on summer school preparation that took place before the school closure in March 2020.



Action 4: Instructional Aides were no longer used for daily intervention. The expenditure increase of \$53,645.94 was due to the increased need to help mitigate the impact of COVID-19. Aides assisted with meal distribution, phone call translations, weekly student work packet pick-up and drop-off, making copies, etc. This specifically went to help English learners, low-income, and foster youth, and families.

Action 5: Third-trimester field trips were canceled due to the impact of COVID-19. A total of \$9,519.85 was not spent and set aside to be used when students can return to campus for in-person learning.

Action 6: The planned professional development for teachers was changed to focus on COVID-19 and Google Apps for distance learning. PD services were halted due to COVID-19. The unspent expenditures were not used and set aside to be used when teachers are able to receive PD services again.

All funds for actions and adjusted actions were used to support all students, including low-income, English learners, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the school closure in the Spring 2020, services such as summer school, third-trimester on-campus after-school tutoring, third-trimester field trips, and planned/contracted end-of-year professional development were not implemented.

#### Challenges:

- All instruction, including tutoring, moved to an online platform, beginning in March 2020, that was unfamiliar to students and teachers.
- Internet is limited and expensive due to the rural nature of the district. Many students' families did not have internet when school closed and were unable to get internet services for distance learning.
- Guidelines from CDC, FCDPH, and government changed frequently, making it increasingly difficult.
- Increase in required written plans and documentation.
- CAASPP, ELPAC, and end-of-year local assessments were not implemented due to the impact of COVID-19, lack of internet connectivity, and State and Federal updates. Therefore the 2019-2020 metrics for this Goal were not available.

#### Successes:

- 7.6% of English learner students met the reclassification criteria for 2019-20. This exceeded the target of 2% by 5.6%. The actions and services implemented up to March 2020, such as after-school tutoring, off-campus field trips, and intervention from aides and teachers, were instrumental in increasing English language fluency in English learner students.
- In order to mitigate student learning loss, Pacific Union used the school busses to deliver and pick up student work packets to each family in the district. Teachers provided students with 3 weeks of instructional materials and make weekly contact with all students.
- Staff rode each bus in pairs to distribute and pick up student work. Students were also able to return school-issued instruments and library books when the bus stopped at their house to deliver or pick up work packets.
- Teacher/Student contact was documented weekly and shared with the administrative staff.

- The families in the community were provided school meals from the local high school, Washington Union High School, and nearby elementary schools, Washington Colony, and Orange Center. Pacific Union disseminated information about meals in student packets, letters mailed home, and on the school website.
- The Poverello House donated food for 50 families each week. Based on documented information from teachers, counselors, and administration, 50 families were chosen each week to receive the food. In addition, Pacific Union worked with C2C (cradle to Career) to provide boxed food cases for June, July, and August every two weeks to approximately 100 families each time.

## Goal 2

The District will maintain a positive and healthy school climate by improving student engagement, maintaining student attendance, and reducing student discipline issues. Maintain facilities in good repair as measured by FIT (Facilities Inspection Tool).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> Decrease suspension rate by 0.5%</p> <p><b>Baseline</b> 2016-2017 3.6%</p>	<p>4.5% (2018-2019 CA Dashboard) - Target not met</p>
<p><b>Metric/Indicator</b> Chronic Absence (performance standards for Chronic Absence not yet approved by SBE)</p> <p><b>19-20</b> Decrease by 0.2%</p> <p><b>Baseline</b> 2016-2017 7.8%</p>	<p>7.8% (Local Aeries SIS) - Target Met</p>

Expected	Actual
<p><b>Metric/Indicator</b> Average Daily Attendance</p> <p><b>19-20</b> Maintain 95%</p> <p><b>Baseline</b> 2016-2017</p> <p>95%</p>	<p>95.8% (ADA on Feb. 29, 2020, prior to school closure) - Target Met</p> <p>ADA was captured on in February in lieu of the standard capture date due to the COVID-19 pandemic and the closure of school in March 2020.</p>
<p><b>Metric/Indicator</b> School Climate Survey – Percent responses feel very safe at school</p> <p><b>19-20</b> (K-5) 85% (6-8) 80%</p> <p><b>Baseline</b> 2016-2017 (K-5) 85% (6-8) 73%</p>	<p>(K-5) 85% (6-8) 80% (2018-2019 local survey) - Target Met</p>
<p><b>Metric/Indicator</b> Maintain Facilities</p> <p><b>19-20</b> Rating of Good</p> <p><b>Baseline</b> 2016-2017 All school facilities are in good repair.</p>	<p>Rating of Good - Target met</p>

Expected	Actual
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>19-20</b> 0</p> <p><b>Baseline</b> 2016-2017</p> <p>0 expulsions</p>	<p>0 -Target met</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>0% - Target Met</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Our unduplicated students have some of the highest chronic absenteeism rates and the lowest attendance rates in the school. The unduplicated students also have the least access to playgrounds, parks, and places for fitness. Furthermore, other than the school, the nearest playground is approximately 10 miles away. To address this need, Pacific Union will upgrade the TK-8 P.E./health program, P.E./Sports and play areas, and physical education equipment. It is our expectation that these upgrades will increase attendance for our unduplicated students by providing increased access to more safe and welcoming play and exercise spaces that encourage activity during school hours.</p> <p>Pacific Union will provide these basic Services:</p> <p>a) Bus transportation</p> <p>b) Classified Positions (cafeteria, secretaries, and custodians)</p>	<p>4000: LCFF Supplemental and Concentration \$2,430</p> <p>5000: LCFF Supplemental and Concentration \$151,000</p> <p>a) 5000: LCFF Base \$395,000</p> <p>b) 2000: \$315,423</p>	<p>4000: LCFF Supplemental and Concentration \$10,518.44</p> <p>5000: LCFF Supplemental and Concentration \$15,323.38</p> <p>5000: LCFF Base \$344,672</p> <p>b) 2000: \$240,648</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c) Maintain Facilities d) Retain and Hire Highly Qualified Teachers e) Phone system	3000: \$82,000 4000: \$113,196 LCFF Base \$510,619  c) 2000: \$156,000 3000: \$87,455 4000: \$42,000 5000: \$186,545  LCFF Base \$472,000  d) 1000: \$1,188,914 2000: \$218,109 3000: \$60,439  LCFF Base \$1,467,462 5000: LCFF Base \$9,000	3000: \$84,761 4000: \$156,240 LCFF Base \$481,649  c) 2000: \$145,000 3000: \$82,929 4000: \$10,105 5000: \$152,875 LCFF Base \$390,909  d) 1000: \$1,086,637 2000: 3000: \$448,726 LCFF Base \$1,535,363  5000: LCFF Base \$1,808
<p>Pacific Union dashboard suspension rate indicator shows improvement is needed with respect to our unduplicated population. To address this need, Pacific Union will provide psychological services three days per week for behavioral intervention. It is our expectation that psychological services will decrease the suspension rate over the next three years.</p>	5000: LCFF Supplemental and Concentration \$40,000	5000: LCFF Supplemental and Concentration \$51,425
<p>Given the unduplicated students in our district have some of the lowest attendance as measured by Aeries SIS, daily access to attendance records, grades and assignments will continue to be provided for parents/guardians through the Aeries.net parent portal. It is our expectation that by increasing the parent/guardian awareness of attendance and grades, chronic absenteeism will decrease over the next 3 years.</p>	5000: LCFF Supplemental and Concentration \$5,500	5000: LCFF Supplemental and Concentration \$5,672.00
<p>Pacific Union dashboard suspension rate indicator shows improvement is needed with respect to our unduplicated population. To address this need, Pacific Union will continue the Time to Teach Program for behavioral intervention. It is our expectation that the Time to Teach implementation will decrease the suspension rate over the next three years.</p>	5000: LCFF Supplemental and Concentration \$20,000	5000: LCFF Supplemental and Concentration 21,069.73

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given the unduplicated students in our district have some of the lowest attendance as measured by district average attendance, Pacific Union will provide a safe environment by maintaining and updating campus security. Upgrades will be made throughout the year while working in conjunction with our local county office, local law enforcement, and local JPA. It is our expectation that by increasing safety on school grounds, chronic absenteeism will decrease over the next 3 years.</p>	<p>4000: LCFF Supplemental and Concentration \$1,000 5000: LCFF Supplemental and Concentration \$13,000</p>	<p>4000: LCFF Supplemental and Concentration 0 5000: LCFF Supplemental and Concentration 0</p>
<p>Given the unduplicated students in our district have some of the lowest attendance rates, additional after school activities, i.e. sports and clubs; and extra-curricular band upgrades will be provided. A full time music teacher will be provided to work with all grade levels. It is our expectation that by increasing opportunities for unduplicated pupils to participate in after-school and extra-curricular activities, chronic absenteeism will decrease over the next three years</p> <p>The unduplicated pupils in our district have the least access to healthcare. The address this need Pacific Union will provide a full-time nurse. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils in meeting the students' needs. It is our expectation that providing a full-time nurse will result in increasing attendance over the next three years.</p>	<p>1000: LCFF Supplemental and Concentration \$90,834 2000: LCFF Supplemental and Concentration \$3,570 3000: LCFF Supplemental and Concentration \$29,100 4000: LCFF Supplemental and Concentration \$16,672 5000: LCFF Supplemental and Concentration \$3516 5000: LCFF Supplemental and Concentration \$60,000</p>	<p>1000: LCFF Supplemental and Concentration \$89,386.69 2000: LCFF Supplemental and Concentration \$2,900.13 3000: LCFF Supplemental and Concentration \$33,840.95 4000: LCFF Supplemental and Concentration \$24,885.77 5000: LCFF Supplemental and Concentration \$3,333.18 5000: LCFF Supplemental and Concentration \$57,839.25</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services were implemented and funds expended as planned, except playground upgrades that were planned for Spring and Summer of 2019-2020 and security updates. Using state and local data, and input from parents, students, teachers, and other stakeholders a few small adjustments were made.

Action 1: The campus was closed to students and to the public therefore companies that would usually enter the campus to complete P.E./sports area and play area upgrades were not allowed to do so. The unspent expenditure amount of \$127,588.18 was not used on any other actions or services and set aside to be used when school opens without restrictions.

Action 2: All services were implemented as planned.

Action 3: Psychological services were implemented as planned. The increase of \$11,425 was due to the increased cost (per contract) of psychological services for 3 days per week. The contract dollar amount is more than was anticipated at the time of writing the 2017-2020 LCAP.

Action 4: Aeries SIS was implemented as planned.

Action 5: The Time-to-Teach program was implemented as planned. The increase of \$1,069.73 was due to an increase in the cost of materials.

Action 6: The annual maintenance for security cameras and campus safety was not implemented for 2019-20. The maintenance is scheduled each year for Spring and Summer. When school closed in March 2020 due to COVID-19, security maintenance and updates were canceled in order to follow COVID-19 guidelines. Only essential workers were allowed to enter campus from March 2020 through August 2020. The unspent expenditure amount of \$14,000 was not used for any other actions or services and set aside to be used next school year when COVID-19 restrictions are lifted.

Action 7: Sports, clubs, band, and music were fully implemented as planned until the school closed in March of 2020. The expenditure increase of \$10,654.72 was due to the increase of purchased materials. Pacific Union purchased materials to send home in packets during distance learning to encourage students to do extra co-curricular activities at home. It was the district's intent to provide a comparable incentive to participate in learning at home, as is done at school when students participate in extra co-curricular activities. These funds were used to support all students, including low-income, English learners, or foster youth students.

Action 8: A full-time nurse was implemented.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the impact of COVID-19, many of the playground upgrades were not started. Only a few essential workers were allowed on campus during the Spring and Summer of the 2019-2020 school year.

Challenges:

- Playground upgrades were not started due to the impact of COVID-19.
- The Time-to-Teach program and psychological services were not successful in decreasing the suspension rate.
- Spring sports and clubs were canceled in March 2020 due to the impact of COVID-19.
- When the school closed in March 2020 due to COVID-19, security maintenance and updates were not implemented in order to follow COVID-19 guidelines.

Successes:

- Student attendance was maintained at 95.8% up to school closure in March 2020. The implementation of sports, clubs, band, music, and a full-time nurse positively impacts student attendance.
- Chronic Absenteeism target was met with 7.8%, which is a decrease of 6.1% from the previous school year. Student participation in after-school activities, sports, music, clubs and attendance awards have helped improve student attendance by increasing the incentive for students to attend school regularly.
- Psychological services were continued through the end of the school year. When school closed due to the impact of COVID-19 psychological services were moved to an online platform and/or telephone. These services provide support for social and emotional well-being and mental health. Psychological services provide students, including English learners, low-income, foster youth, and students with disabilities, the resources needed to meet academic goals and increase social skills, as well as maintain excellent attendance.
- Expulsion Rate and Middle School Drop Out Rate were maintained at 0%.

## Goal 3

Retain and hire Highly Qualified Teachers for all core subjects, purchase state/locally approved curriculum and resources for all courses in order to acquire 21st century learning skills; update Library books and materials.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Implementation of current state standards as evidenced by the Self Reflection Tool on the Dashboard</p> <p><b>19-20</b>            Increase reflection tool score by 1 points</p> <p><b>Baseline</b>            2016-2017            86</p>	<p>110 points - Target Met</p>
<p><b>Metric/Indicator</b>            Properly credentialed teachers as evidenced by the SARC</p> <p><b>19-20</b>            Maintain 100%</p> <p><b>Baseline</b>            2016-2017            100%</p>	<p>100% - Target Met</p>

Expected	Actual
<p><b>Metric/Indicator</b> Broad Course of Study as evidenced by teacher lesson plans and curriculum calendars.</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> 2016-2017 100%</p>	<p>100% - Target Met</p>
<p><b>Metric/Indicator</b> Sufficient Materials</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> 2016-2017 100%</p>	<p>100% - Target Met</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given the unduplicated pupils in our district have the least access to hands-on educational material; Pacific Union will purchase Common Core supplemental materials, including STEAM. This action is developed to be principally directed towards unduplicated pupils and effective in meeting the students' needs and Pacific Union's goal to create a 21st century environment for its at-risk unduplicated pupils, and will result in increasing attendance for these unduplicated students.</p>	<p>4000: LCFF Supplemental and Concentration \$95,000</p>	<p>4000: LCFF Supplemental and Concentration \$4,810.09</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Pacific Union’s dashboard ELA and Math Performance Indicator show improvement is needed with respect to unduplicated students. Our indicator is Yellow for all subgroups. To address this need, Pacific Union will purchase approved common core curriculum. It is our expectation that these services will result in increased academic performance on state and local assessments for these students.</p>	<p>4000: LCFF \$100,000</p>	<p>4000: LCFF \$77,484.66</p>
<p>The unduplicated pupils in our district have the least exposure to technology. To address this need Pacific Union will maintain infrastructure services and purchase classroom/Library technology, i.e., chromebooks, headphones, educational app licenses, etc., to specifically meet the needs of our unduplicated population. This action is developed to be principally directed towards unduplicated pupils and effective in meeting the students’ needs and Pacific Union’s goal to create a 21st century environment for its at-risk unduplicated pupils, and will result in increasing attendance for these unduplicated students.</p>	<p>4000: LCFF Supplemental and Concentration \$90,000</p>	<p>4000: LCFF Supplemental and Concentration \$32,270.11</p>
<p>Our unduplicated students have the least exposure to hands-on materials and supplemental reading materials that they find engaging and that refine the skills they learn in school. Additionally our some of the existing classroom furniture in not conducive to learning in today’s 21st century environment. The specific needs are to have increased access, for unduplicated students, to furniture that provides appropriate learning interactions with and use of technology as a part of the learning process. Additionally, there is a need for these most at-risk students to have access to furniture that has the versatility to meet a variety of instructional needs to support access to common core standards and increase technology integration into their instructional program. Additional new furniture will be flexible to allow for individual learning, small group learning or large group learning, whichever best suits the learning needs of the unduplicated pupils. For these reasons, we need to increase and improve access to supplemental reading materials and appropriate furniture that is principally directed toward unduplicated students and effective in meeting this need. We will increase and improve access to Common Core curriculum by providing hands-on supplemental materials that are principally directed toward unduplicated students and effective in meeting this need. It is our expectation that providing increased access to CCSS aligned supplemental reading material and improved access to hands-on learning materials will result</p>	<p>4000: LCFF Supplemental and Concentration \$60,000</p>	<p>4000: LCFF Supplemental and Concentration \$88,574.40</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
in increasing unduplicated student attendance as well as increased CAASPP Math and ELA and ELPAC achievement.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

State and local data and input from parents, students, teachers, and other stakeholders were used to determine the following adjustments to the actions and services:

Action 1: Common core supplemental materials, including STEAM were not purchased. The unspent amount of \$90,189.91 was not spent on any other actions or services and is set aside to be used next school year.

Action 2: The cost of common core curriculum was \$22,515.34 less than the estimated expenditure amount. The unspent amount was not used for any other actions or services and is set aside to be used next school year.

Action 3: The purchase of technology and educational apps was successful and highly beneficial to students and teachers when all instruction was moved to an online platform. Pacific Union had planned to purchase more technology in the Spring of 2020. However, that became a challenge when the school closed and the financial forecast for schools was not positive. The unspent \$57,729.89 was not used for any other actions or services and is set aside to be used when students return next school year. However, Pacific Union used Coronavirus Relief Funds to purchase 375 new Chromebooks for students.

Action 4: Supplemental reading material and classroom furniture were purchased. The additional \$28,574.40 was spent on additional Guided Reading books for small group reading intervention and enrichment. Guided Reading implemented in grades TK-5 provides students with the intervention needed to close the achievement gap in reading and increase students' accessibility to the reading curriculum and improve comprehension. This implementation supports students, including low-income, English learner, and foster youth students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented as planned until March of 2020.

Challenges:

- Due to the lack of infrastructure in the rural community, teachers moved all of the required assignments to paper-pencil to accommodate all students including low-income, English learner, and foster youth students.

Successes:

- Due to the lack of infrastructure in the rural community, online instruction was not required of students. Instead, teachers supported students through the use of paper instructional materials, phone calls, and text messages. All students were provided paper packets with instructional materials and curriculum. Students were not required to connect with the teacher or curriculum online. The paper packets were delivered and picked by bus every 3 weeks. The bus also picked up loaned library books so that families were not required to drive to the school to return the books.
- Prior to school closure, Guided Reading was fully implemented in classrooms.
- All teachers are properly credentialed.
- All students have access to sufficient materials. When school closed, instructional materials and curriculum were delivered and picked up by bus every 3 weeks.

## Goal 4

Increase parent/guardian/community involvement in students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of Parent/Guardian attendance to at least one school function as measure by teacher check list.</p> <p><b>19-20</b> Maintain 97%</p> <p><b>Baseline</b> 2016-2017 96%</p>	97%, Target Met
<p><b>Metric/Indicator</b> Parent/guardian engagement as measured by information collected through surveys.</p> <p><b>19-20</b> Maintain 96%</p> <p><b>Baseline</b> 2016-2017 95% of community LCAP Surveys were completed by parents.</p>	85%, Target Not Met

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Parent/guardian involvement/engagement is among the lowest for the unduplicated population. In order to increase parent/guardian involvement and engagement, Pacific Union will schedule periodic parent meetings for parents/guardians of unduplicated pupils. Meetings will include food, parent resources, and interpreters. The meetings will be published in the school calendar and on Pacific Union's website in English and Spanish. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and Pacific Union's goal to increase parent involvement.</p>	<p>4000: LCFF Supplemental and Concentration \$9,000</p>	<p>4000: LCFF Supplemental and Concentration \$1,043.27</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented and funds expended as planned to support all students, including low-income, English learners, and foster youth students, families, teachers and staff. Using state and local data and input from parents, students, teachers, and other stakeholders it was the following adjustments were made:

Action 1: Meetings that were scheduled for March, April, and May were not held due to the impact of COVID-19. The unspent amount of \$7,956.73 was not used for any other actions or services and will be used next school year for parent meetings and events.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented.

Challenges:

- Parent meetings were not scheduled after the school closure in March. Many of Pacific Union's stakeholder meetings, parent meetings, and events were scheduled for March and May.
- There were some parents who did not return phone calls from the school. Parent contact with the school decreased from some families due to the impact of COVID-19.

Successes:

- When school closed in March 2020, teachers all created a google voice account so that parents and students could contact teachers directly even while they were working from home. Normally all phone calls go through the school office first. When the pandemic began, teachers had to teach and work from home.



- Parent phone calls and emails with teachers and the school increased due to the impact of COVID-19.
- Pacific Union utilized the school website and Blackboard Connect to communicate with families about food distribution and student paper packet distribution and pick-up. The district also printed informational letters and flyers which were mailed to families and distributed in the student packets.
- The superintendent sent multiple letters to families informing them of updates pertaining to COVID-19 and school closure. The letters were also posted on the district's website.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment for students and staff, i.e. face masks, hand sanitizer, 12 hand sanitizer stations, touchless thermometers, fogger chemical, surface wipes, plastic bottles, disinfectant spray, and microfiber clothes.	29,340	29,340	No
Purchase student school supplies so that students each have their own set of supplies at home and at school to prevent contamination.	7,000	7,000	No
Mobile plexiglass dividers/sneeze guards for each classroom for small group instruction and one-on-one instruction and assessments.	2,200	2,200	No
Purchase a social-emotional needs assessment system to measure student social-emotional competencies.	3,000	15,180	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The estimated actual expenditure for the social-emotional needs assessment system is more than the budgeted due to the purchase of a 3 year license in lieu of a single year license. It is important that the social-emotional needs of students are measured and addressed not only for the 2020-2021 school year, but for the following years as well. Therefore, the funds were utilized to secure the Panorama Education for 3 years to consistently collect and analyze data about social-emotional learning, school climate, and family engagement. All other estimated actual expenditures related to in-person instruction were spent as planned.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, the following successes and challenges have been recognized:

### Challenges:

Pacific Union Elementary School remained in the purple tier for most of the 2020-2021 school year.

- PPE: The purchase of Personal Protective Equipment (PPE) for students and staff was difficult at first due to the shortage of supplies being sold.

### Successes:

In January 2021 schools were given the opportunity to apply in order to open for in-person instruction, with COVID-19 restrictions, while in the purple tier. Pacific Union completed the process and received permission from the Fresno County Department of Public Health to reopen in March for in-person instruction with COVID-19 restrictions.

- PPE: Although initially hard to find, staff were provided the necessary PPE while on campus. Since students remained on distance learning until March 2021, there was sufficient time to purchase and inventory PPE for students. Face masks, hand sanitizer, hand sanitizer stations, touchless thermometers, fogger chemicals, surface wipes, plastic bottles, disinfectant spray, microfiber towels, and other PPE and cleaning supplies were purchased.

### Supplies:

Every student was provided school supplies to use at home. In August 2020, before distance learning began, Pacific Union held a drive-thru for students to receive the supplies needed for distance learning. Each family was given an appointment time. During the drive-thru appointment time, each student met their teacher and received school supplies, i.e. pencils, markers, pens, glue, erasers, colored pencils, ruler, scissors, etc. School supplies were also purchased for in-person instruction so that each student had their own set of supplies in the classroom.

### Plexiglass Dividers:

Plexiglass dividers were purchased in August 2020 and provided in each classroom for one-on-one instruction and assessment. The plexiglass dividers allowed staff to assess students one-on-one for ELPAC and Special Education.

### Social-Emotional Needs Assessment:

The Panorama Social-Emotional Needs Assessment was implemented and purchased as planned. The ability to purchase the assessment system for 3 years instead of only 1, gives Pacific Union the ability to continue to collect and analyze data about social-emotional learning, school climate, and family engagement.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development days for teachers (7 days@\$200 per day)	38,395	38,395	No
Hotspots equipment and Internet services for students to increase student connectivity	25,060	18,212	No
Purchase GoGuardian licenses for teachers and administrators to monitor and manage student online activity.	2,813	23,581	No
Chromebooks for students, including headphones with mic and chromebook cases	160,450	160,450	No
Purchase updated laptops for teachers and staff to support remote access and distance learning, including Microsoft Office, headphones with mic, and laptop cases.	39,600	39,600	No
Purchase online licences for educational sites to support distance learning i.e. Learning A-Z, Mystery Science, Typing Club, Gizmo, Scholastic News, Newsela, Peachjar, etc	9,135	16,434	No
Purchase Read Naturally Live. The program will be used to address learning loss and accelerate learning progress for students with disabilities and English learners.	3,450	3,450	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The expenditure for hotspots equipment and Internet services is less than the budgeted amount because Pacific Union received the California Teleconnect Fund (CTF). CTF covers 50% of the monthly internet services. The expenditure for GoGuardian is more than the total budgeted amount because a 5-year license was purchased instead of a 1-year license. We also purchased a 5-year license for Securly Web Filtering Services to continue providing cloud-based web filtering for distance learning. The online licenses (i.e. Learning A-Z, Mystery Science, Typing Club, Gizmo, Scholastic News, Newsela, Peachjar, etc) expenditure amount for educational sites was also more than budgeted because multi-year licenses were purchased in lieu of single-year licenses.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction

#### Successes:

Pacific Union had 100% participation on the ELPAC Initial in Fall 2020. Each classroom implemented whole group instruction every day, and small group instruction four days per week. In addition, students on SST in grades first through second participated in a reading intervention class two times per week. SST students in third grade participate in a reading intervention class four times per week. Teachers send home all assignments in the weekly paper packets and provide the option for completion of some assignments online for those students who have a steady internet connection. Students do not lose credit for incomplete online assignments. Students are responsible for assignments sent home weekly in the paper packets, which are delivered and picked up by bus every Friday.

#### Challenges:

The challenge has been getting students to log on to the Google Meet sessions for whole group, small group, and reading intervention. Utilizing Google Classroom for assignments has been a challenge due to internet connectivity.

### Access to Devices and Connectivity

#### Successes:

A technology survey was sent out to all families prior to the 2020-21 school year. Parents/guardians provided information regarding devices and internet in the home. Follow-up phone calls were made to those who did not return a survey. Pacific Union used information from the survey to determine the need for loaned school devices and hotspots.

All students who needed a school Chromebook were provided a loaned device. All students who did not have internet access were provided a hotspot. 87% of students used a loaned school device for distance learning during the 2020-21 school year. 45% of students were provided a hotspot.

Pacific Union purchased 100 hotspots from Verizon and provided internet service to all 100 devices monthly. The CTF grant was extended to June 30, 2021, to cover 50% of the monthly internet service cost.

#### Challenges:

The lack of internet access in our district due to lack of infrastructure in the rural community has been challenging. There are spots where the only internet access available is satellite internet which is much more expensive than internet services like Verizon, AT&T, and T-Mobile.

### Pupil Participation and Progress

#### Successes:

- Each classroom implemented whole group instruction every day, and small group instruction four days per week.

- Teachers documented student Google Meet attendance daily. 93% of students grades TK-8 attend Google Meet sessions consistently 1-5 days every week.
- Students on SST in grades first through second participated in a reading intervention class two times per week. SST students in third grade participate in a reading intervention class four times per week.
- According to the i-Ready End-of-Year assessment (2020-2021), 23% of all students met their annual typical growth in reading and 19% met their annual typical growth in math.
- At the end of the 2020-2021 school year, 29% improved their placement in Reading, and 30% of students improved their placement in math, on the i-Ready assessment End-of-Year assessment.

#### Challenges:

- 7% of students in grade TK-8 have either never attended a Google Meet or attend inconsistently. It was difficult at times to make contact with these students. Teachers, administration, and office staff worked together to reach out to these students' families and make a consistent effort to get the students online for class and complete assignments. Teachers made daily phone calls and text messages to students who missed class. Office staff mailed letters to families of students who missed 3 consecutive days of class. The administrative staff made home visits and wellness checks, following COVID-19 guidelines, in an effort to reach parents and students who were not responsive to phone calls, text messages, emails, and letters.
- 59% of teachers said their students are not properly prepared for grade-level expectations due to the COVID-19 pandemic.

#### Distance Learning Professional Development

##### Successes:

100% of teachers attended professional development training for a total of 7 days, as evidenced by attendance taken at each Zoom training. Teachers were provided training to support and prepare them for the demands of distance learning, i.e. Google Classroom, Good Meet, assessing student progress, ELD & distance learning, SEL, guided reading, math instruction, and interactive read alouds. 100% of teachers have attended weekly Teachers' Meetings. Teachers' Meetings include COVID-19 training, feedback, and updates. All meeting and training notes, how-to videos, and other important information were posted in one place on Pacific Union's Teacher Google Classroom. All information was updated frequently.

##### Challenges:

At first, there was frustration with the amount of technology needed to teach. All of the professional development and teachers' meetings were held online, which took time to become accustomed to.

#### Staff Roles and Responsibilities

##### Successes:

- Pacific Union remained on distance learning only until March. During that time instructional aides were utilized as support staff to assist teachers with assembling student packets, ride the bus on Fridays when packets were delivered, conducted Spanish phone calls, and assisted with meal distribution. The successful shift in roles allowed Pacific Union to meet the needs of students, families, and teachers. Many families in the community suffered job loss, which led to less money for food and

transportation. The aides at Pacific Union rode the bus to deliver and pick up student packets on Fridays and assist with food distribution each week, Monday-Thursday.

- By providing these services the Aides supported the social-emotional needs of students and families. The aides supported the academic needs of students by helping teachers make copies and organize homework, and make Spanish-only phone calls to those families that teachers are unable to contact.

#### Challenges:

- Instructional aides shifted roles.
- On-going changes from the State made it difficult to communicate with staff. As soon as newly released information was shared with staff, new information would be released and changes would need to be made before staff could all be informed in a meeting. This led to numerous emails going out to staff weekly and sometimes daily.

#### Support for Pupils with Unique Needs:

##### Successes:

- Progress monitoring was on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provided services to English learners, Foster Youth, homeless youths, and students with exceptional needs, determined students' needs for intervention and additional services based on formal and informal assessments. Measures used for determination include, but are not limited to iReady diagnostic assessments, Fountas and Pinnell Benchmark Assessments, student grades, and teacher observations.
- Teachers provided check-ins with students, including English learners, Foster Youth, low-income, and students experiencing homelessness, in need of intervention and additional supports. When needed teachers provided an additional afternoon session via Google Meet to provide additional support to strengthen academic and social-emotional skills.
- Parents were notified weekly of their child's instructional schedule.
- Accommodations were made on a case-by-case basis for students including Foster Youth and students experiencing homelessness. Accommodations included using the school WiFi by parking in front of the school, providing one-on-one assessment on school campus, and providing a school device and school supplies. All accommodations were made following social distancing and health department guidelines.
- The accommodations provided allowed students, including Foster Youth and Homeless Youth who have been identified for social-emotional intervention to receive services via Google Meet with counselors and/or the school psychologist.
- Students with an IEP received services, including Speech, via distance learning. These services included 1-on-1 instruction and support with work given by the general education teacher, in-person assessments, as well as assessing the goals and needs of each student as indicated in the IEP.
- The live instruction each day included daily integrated and designated ELD.
- For small group instruction, students were grouped by EL level to meet the language needs of English learners. Students were also grouped by i-Ready placement level.
- Psychological services and counseling were also provided to meet the social and emotional needs of all students, including those with an IEP, foster youth, and children experiencing homelessness who were referred services.

- Instruction with general education teachers included social and emotional concepts and supports for all students, with small group or 1-on-1 sessions that provided targeted support. Teachers referred students to All-4-Youth for tier 3 supports. Small group or 1-on-1 instruction included enrichment for high-performing students.

Challenges:

- Providing some accommodations such as Speech, were difficult to do virtually. The lack of infrastructure often led to unstable audio and visual connections.
- Administering one-on-one assessments for IEPs and ELPAC were challenging via Google Meet due to unstable audio and visual connections. The lack of infrastructure in the community often led to delays in the audio and video feed for Google Meet.
- In-person assessments for IEPs and ELPAC were challenging to administer at 6 feet away or with a plexiglass divider. Especially during special education academic assessments where the student has to point to a picture in the proctor's assessment binder.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady Diagnostic Assessment and Personalized Instruction	71,675	71,675	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The iReady Diagnostic Assessment and Personalized Instruction was purchased and implemented as planned.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

- 100% of English Learners were brought on campus to administer the initial and summative ELPAC.
- The i-Ready diagnostic assessments and personalized instruction were implemented as planned: the diagnostic was administered three times to all students (initial, winter, spring).
- 72% of all students completed the reading and math winter diagnostics. Of those students who completed the initial diagnostic, winter diagnostic, and spring diagnostic, 24% met their typical growth goal in reading, with 25% of students improving their placement. 17% of students met their typical growth goal in math, with 28% of students improving their placement.
- teachers made daily phone calls to students to encourage them to complete the diagnostic in reading and math.
- The implementation of i-Ready Personalized Instruction provided targeted instruction to address every student’s academic needs.
- Based on Diagnostic performance, students are automatically placed into their personalized lesson paths. Students were asked to spend at least 30 minutes per subject, per week on their personalized instruction in order to address learning loss and support progress toward each student's growth goal. Personalized instruction minutes are measure in Time-on-Task. Time-on-Task shows the total number of minutes that students spend actively working on i-Ready lessons, helping teachers see whether their students are on track to reach usage goals. The average time-on-task each week was 34 minutes in reading and 33 minutes in math.
- 66% of students using personalized instruction on i-Ready are passing lessons with a score of 70%-100%.

#### Challenges:

- 14% of students did not take a reading or math diagnostic. About 10% of students started a diagnostic but did not finish.
- It was challenging for teachers to get students to use the personalized instruction while on distance learning, due to lack of internet infrastructure.
- Each week an average of 42% of students used iReady reading personalized instruction and 41% of students used iReady math personalized instruction. Based on the number of students who do have internet access, these numbers were expected to be higher.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- Pacific Union provided mental health services to referred students through the All-4-Youth Program. All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0-22 years old experiencing difficulties that affect them at school and at home.
- Teachers and parents were able to refer students to the All-4-Youth Program.
- Pacific Union also provided school psych services 2 1/2 days each week.
- Mental health and social-emotional well-being of students were monitored by the school psychologist and student study team.
- Teachers implemented social and emotional learning in their daily instruction.
- Teachers and staff were trained and provided resources to address trauma and other impacts on COVID-19.
- Pacific Union administered a student self-report assessment as a needs assessment moving forward in order to guide social and emotional learning in the classroom and online.
- Administration did weekly checks in with teachers during regularly scheduled Teachers' Meetings.
- Each week administration provided teachers and staff the option to email an administrator or supervisor if they feel overwhelmed, stressed, or need to talk.

### Challenges:

- The needs assessment was only available online. The publisher does not make a paper-pencil version.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes:

- Pacific Union developed a procedure for daily attendance that included engagement and outreach.
- Teachers and Administration were provided a list of all students who were issued a school device for online learning.
- Each day teacher took roll during their whole class live instruction. If a student is not present the teacher looks for that student during small group live instruction. If the student is still not present, the teacher will look for a message from that student on Google Classroom, or an email from the student. If there are no messages or emails, the teacher makes a phone call to both the student and parent to check in with the student and address any questions about the day's assignments, review the day's lessons, and complete a wellness check-in. If the teacher still cannot make contact via phone and does not receive a returned phone call, the teacher will wait to see if the day's assignments were completed, either on Google Classroom or in paper form when paper assignments are picked up via bus on Friday.
- All contact made to families has been done so in their primary language.

- An average of 92% of students are attending regularly.
- Pacific Union's Vice Principal oversees the attendance and engagement process. She monitors the weekly tracking sheets and follows up with staff on student attendance or engagement concerns. If Pacific Union is unable to make contact with a parent/guardian or student, through online means or phone calls, for 3 days in a row, the school will mail a letter, in the student/parent's primary language reminding of the importance to attend online class and/or complete classwork sent home and inquire if they are in need of any assistance. Contact will also be attempted on Fridays when homework is delivered and picked up, in person, by school personnel riding the bus. If all the above means of communication go unanswered, then an in-person meeting will be scheduled to discuss the possible hindrances and solutions to the students' ability to participate in the instruction offered.
- Pacific Union set up multiple on-campus pick-up times for parents and students to obtain devices if needed. If parents/guardians did not show up for appointments, follow-up phone calls were made.
- Accommodations were made for rescheduling. Instruction was given using the device, accessing websites, etc.
- Assistance was provided to parents and students when they had issues using school technology and online learning. Guidance is made available through contact with their teacher and/or contact with our two tech advisors. Information is available in both English and Spanish.
- Social and emotional well-being is also monitored by teachers and parents/students and are provided resources, if needed, through our onsite school psychologist and our community outreach personnel available through the FCSS program "All 4 Youth". Personnel is available to meet with students and families online, or in-person either on campus or in the home as appropriate.
- All Student Study Team and IEP meetings were held via Google Meet as scheduled. When a parent was unable to meet via Google Meet, he or she joined the meeting by phone. A translator was provided at every meeting where the parent spoke a language other than English.
- In consideration of the lack of internet infrastructure in the community, parents/guardians were mailed a paper stakeholder survey in order to provide the school with feedback about the school year.
- Parents were contacted by survey, phone calls, and letters in October, November, January, and March about students return to on-campus instruction. All families were given the option to allow their child(ren) to return to campus 2-4 days each week. Approximately 50% of students were allowed by parents/guardians to return for on-campus instruction.

#### Challenges:

- almost 10% of students are not attending school regularly.
- only 25% of families returned a completed paper stakeholder survey.
- 10% of parents were unresponsive to the Return to School Survey and phone calls in October and November.
- Due to COVID-19 in-person events on campus were not allowed.
- The frequent changes in COVID-19 guidance from the state made all planning and implementation of family engagement and outreach difficult.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### Successes:

- Pacific Union provided drive-thru meal distribution daily (Monday-Thursday) for all children ages 12 months to 18 years. Pacific Union is a Provision 2 school district therefore all students receive free breakfast and lunch. Nutritionally adequate breakfast and lunch were provided each day. On Thursdays' meal pick up included breakfast and lunch for Friday. Pacific Union offered two pick up/distribution times each day (Monday-Thursday), 9:30 a.m. to 11:30 a.m. and 2:00 p.m. to 4:00 p.m.
- 55-65 families pick up meals each day, Monday-Thursday
- Parents were encouraged to call the school office if they were unable to pick up school meals in order to make other arrangements.
- The California Food Bank provided boxed meals twice a month for families to drive-thru and pick up.

### Challenges:

When students returned for on-campus instruction, meal distribution had to be changed. The afternoon time was moved to 3:00-4:00.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No funds were utilized additional actions to implement the Learning Continuity Plan.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID-19 pandemic has exacerbated a need for increased health and safety, increased mental health and social-emotional well-being, increased academic support and monitoring, and increased student and family engagement. As the district continues to mitigate learning loss through in-person learning and distance learning it has become apparent through local data and stakeholder feedback that an extended day program is necessary to increase learning opportunities for all students including our unduplicated pupils. Health and safety will continue to be a focus for the 2021-2022 school year, as most of the students attending Pacific Union are under the age of 12, making them not eligible for the COVID-19 vaccine, yet. State and local health department guidelines will continue to be implemented. About 50% of students remained on distance learning in the Spring of the 2020-2021 school year. As students return for on-campus learning in the Fall, there will be a need for increased social-emotional learning and mental health as students adjust to a learning environment different from what they have experienced for nearly a year and a half. To address this need, increased social-emotional learning will be implemented in the classroom as well as psychological services increased to 5 days a week.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The i-Ready diagnostic assessments will continue to be administered 3 times each year to assess learning loss and measure student growth in Reading and Math for all pupils including pupils with unique needs (low-income students, English learners, pupils with disabilities, foster youth, and those experiencing homelessness). Students with an IEP will continue to receive services outlined within the IEP, including the tracking assessing of individualized academic and behavioral goals. The i-Ready personalized instruction for students will continue to be used as it provides targeted instruction to every student’s strengths and needs. The i-Ready system will

continue to support teaching and learning. Teachers will continue to provide whole group and small group instruction for reading and English language development. Results from teacher surveys indicated a need for increased instruction in writing and basic math facts. Professional development and supplemental materials to support writing and math in the classroom will be implemented to help address learning loss brought on by the impact of the COVID-19 pandemic.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None of the funds utilized in the LCP were identified as contributing

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Pacific Union will focus on the mitigation of student learning loss, decreasing student chronic absenteeism, and decreasing the student suspension rate. Student learning loss will be addressed through an extended day program, continuation of i-Ready, increased teacher professional development, and increased ELD supports. To address student chronic absenteeism students will receive increased social-emotional instruction, increased physical fitness and health instruction, and increased opportunities for student and family engagement. In order to decrease the student suspension rate, psychological services will be increased from 3 to 5 days every week, as well as increasing social-emotional instruction, and increased opportunities for positive behavior rewards.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,001,315.11	3,576,920.88
Governors CTE Initiative: California Partnership Academies	582.11	194.80
LCFF	100,000.00	77,484.66
LCFF Base	2,854,081.00	2,754,401.00
LCFF Supplemental and Concentration	1,046,652.00	744,840.42

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	4,001,315.11	3,576,920.88
	2,450,081.00	2,407,921.00
1000:	212,018.00	165,801.19
2000:	100,180.00	139,572.52
3000:	106,650.00	104,250.94
4000:	383,541.11	240,123.57
5000:	748,845.00	519,251.66

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	4,001,315.11	3,576,920.88
	LCFF Base	2,450,081.00	2,407,921.00
1000:	LCFF Supplemental and Concentration	212,018.00	165,801.19
2000:	LCFF Supplemental and Concentration	100,180.00	139,572.52
3000:	LCFF Supplemental and Concentration	106,650.00	104,250.94
4000:	Governors CTE Initiative: California Partnership Academies	582.11	194.80
4000:	LCFF	100,000.00	77,484.66
4000:	LCFF Supplemental and Concentration	282,959.00	162,444.11
5000:	LCFF Base	404,000.00	346,480.00
5000:	LCFF Supplemental and Concentration	344,845.00	172,771.66

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	356,612.11	302,142.83
<b>Goal 2</b>	3,290,703.00	3,070,595.52
<b>Goal 3</b>	345,000.00	203,139.26
<b>Goal 4</b>	9,000.00	1,043.27

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$41,540.00	\$53,720.00
Distance Learning Program	\$278,903.00	\$300,122.00
Pupil Learning Loss	\$71,675.00	\$71,675.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$392,118.00</b>	<b>\$425,517.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$41,540.00	\$53,720.00
Distance Learning Program	\$278,903.00	\$300,122.00
Pupil Learning Loss	\$71,675.00	\$71,675.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$392,118.00</b>	<b>\$425,517.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Union School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Pacific Union serves 391 students in grades Tk-8th grade. The unduplicated population is 92.1%. English learners make up 57.5% of the population. 92.1% of the students are socioeconomically disadvantaged. Pacific Union Elementary School District is a 22 square mile rural district. Pacific Union provides a safe and secure environment for students. The student to device ratio is 1:1 in grades TK-8. Students receive additional educational experience outside the classroom through two grade level field trips each year. Pacific Union provides opportunities for parent/guardian/community engagement through school functions, i.e., Back to School Night, Literacy Night, Parent-Teacher Conferences, Craft-Extravaganza, Halloween Parade, May Fiesta Celebration, Open House, Oral Interpretation, etc.

The impact of COVID-19 greatly affected the opportunities for parent/guardian engagement and the quality of education that students normally receive. Pacific Union was forced to close its campus on March 16, 2020. Fresno County remained in the most restrictive (purple) tier until March 30, 2021. Pacific Union's students attended school virtually through distance learning until March 15, when a staggered, return to in-person learning began. Approximately 50% of students received permission from parents/guardians to return to in-person learning. Due to the lack of internet infrastructure in the rural community Pacific Union serves, many families and students struggled to attend online instruction daily. Although families received Chromebooks and hotspots, there are still pockets (locations) within the district where wireless LTE and 4G Internet access are not available due to the lack of infrastructure in the area. Therefore some hotspots would not receive data due to the location of where the families live. In these pockets of no wireless LTE or 4G internet access, the only option for internet access is satellite internet. Satellite internet is very expensive and not a viable option for families with socioeconomically disadvantaged students, which make up 92.1% of our student population.

Pacific Union is a TK-8 school and the following metrics do not apply: A-G, CTE, AP, EAP, High School Dropout, and Graduation Rates.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. State indicator data not reported include Suspension Rate, Chronic Absenteeism, Academic Indicators, and English Learner Progress. Therefore state indicator data reported in this plan is the most current available, state and local indicators, progress toward LCAP goals, from a local source such as local self-assessment tools, and stakeholder feedback.

Successes and progress:

- 36.7% of English learner students made progress toward English language proficiency as evidenced by the English learner progress indicator on the 2019 Dashboard. Pacific Union build on this success by increasing instructional ELD supports and activities through an additional 30 minutes each day of small group or one-on-one ELD.
- 7.6% of English learner students met reclassification criteria in 2019-20 as evidence by DataQuest. This is a 1.1% increase compared to the prior year (DataQuest 2018-19). Pacific Union plans to continue professional development for teachers in literacy skills, Guided Reading, and English language development, in order to continue to build on the success of English learners' progress toward English language proficiency.
- 0 misassigned teachers. Pacific Union will continue to provide necessary and additional supports to all teachers.
- 0% of students without instructional materials. Pacific Union will continue to purchase and provide instructional materials to all students.
- 0 instances where the facilities do not meet the "Good Repair" standard. Pacific Union will continue to maintain and improve facilities.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. State indicator data not reported include Suspension Rate, Chronic Absenteeism, Academic Indicators, and English Learner Progress. Therefore state indicator data reported in this plan is the most current available or from a local source.

According to the 2019 Dashboard, significant improvement is needed in Chronic Absenteeism (Red).

- There are no significant performance gaps for any student group compared to All Students.

According to the 2019 Dashboard, significant improvement is needed in Suspension Rate (Orange).

- There are no significant performance gaps for any student group compared to All Students.

According to the 2019 Dashboard, significant improvement is needed in the Academic Indicator for English Language Arts (Orange).

- There are no significant performance gaps for any student group compared to All Students.

According to the 2019 Dashboard, significant improvement is needed in the Academic Indicator for Mathematics (Orange).

- There are no significant performance gaps for any student group compared to All Students.

Although there are no performance gaps for any student groups, Pacific Union will address continue to address the identified needs listed above through actions and services within this plan. Those actions and services include:

- 1.1: Extended Day Program
- 1.2: Learning Director for program evaluation
- 1.3: K-2 Summer School for targeted intervention
- 1.4: Instructional Aides and Reading Language Specialist for targeted intervention
- 1.5: Off-campus Fieldtrips for enrichment and increased hands-on learning
- 1.6: Teacher Professional Development - Writing and Math
- 1.7: Professional Development - English Learner Proficiency
- 1.8: Data Meetings to make data-driven decisions to improve targeted instruction and accelerate learning
- 2.1: Physical Fitness and Health to increase health awareness and improve classroom behavior
- 2.3: Psychological Services to provide targeted social-emotional and behavioral supports
- 2.4: School Events, Parent Meetings, and Aeries SIS to increase parent engagement
- 2.5: Social-Emotional Learning to improve social-emotional awareness and behavior skills
- 2.6: Music Program, Sports, and Clubs to engage students and improve attendance
- 2.7: Rewards/Awards for Positive Academics, Behavior, and Attendance to reinforce improved behavior, academics, and attendance
- 3.1: Common Core Supplemental Materials to provide access to a broad course of study
- 3.3: Technology to increase 21st century skills and provide access to a broad course of study

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Pacific Union's goals focus on increasing and improving services for students in the areas of academics, social-emotional learning, health and fitness, and student/parent engagement, in order to address learning loss brought on by the pandemic, create a positive and healthy school climate, promote positive citizenship, and encourage students and parents to regularly attend school and school events. The most important Expected Annual Measurable Outcomes are a decrease in chronic absenteeism and suspension rate, and an increase in K-2 students reading at grade level. Key features of this year's LCAP include an extended day program, K-2 summer school focused on foundation skills in reading and math, teacher professional development and PLC meetings, increased physical fitness and health education, increased social-emotional learning, a music program, after-school sports and clubs, and increased technology and common core supplemental materials.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Pacific Union Elementary School

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

After reviewing the CA School Dashboard data Pacific Union met with FCSS staff and attended CSI collaboration meetings to understand continuous improvement work and develop a plan for the 2020-2021 school year. Pacific Union created a CSI team that included grade level leaders, support staff, and administration. Our stakeholders, including parents, teachers, staff, and community members were a part of the data analysis process and provided input through surveys. A data analysis meeting was held by the CSI team to look at accountability data. According to the Fall 2019 CA School Dashboard Pacific Union's academic indicator and suspension rate were orange. Chronic Absenteeism was red. Although chronic absenteeism was red, the team chose not to focus on it because of the upcoming flu season and other reasons for absences beyond the school's control. Suspension rate was not chosen because interventions have already been put in place in the past two years resulting in a move from red to orange on the CA School Dashboard. The team chose to focus on the data for the academic indicator. Using the Data Analysis Tool to determine areas of need and develop research questions, the CSI team determined that English Language Arts will be the subject of focus. The Data Analysis Tool included student outcome data for English Language Arts and Math from the CA School Dashboard. The English Language Arts and Math student outcome data was presented at the top of the Data Analysis Tool. The data was disaggregated by student group. Data for All Students was also listed. The CSI team discussed the data using the following categories to list out discussion points: "I notice...", "Why might this be happening..." and "I wonder...". After diving deeper into the data it was determined that there are achievement disparities among student groups, specifically with current English learners in English Language Arts. According to the Fall 2019 CA School Dashboard, current English learners decreased 30.7 points on the ELA CAASPP assessment and scored 61.5 points below standard. All Students scored 28.3 points below standard and decreased only 12.1 points. The research question was created: Why are English learners performing lower on the CAASPP? The CSI team then looked at other assessment data for English learners. ELPAC data posted on the CA Dashboard was also analyzed. While 36.7% of English learners progressed at least one level on the ELPAC assessment and 45.2% are making progress toward English Language Proficiency, 28.2% of English learners decreased at least one level on the ELPAC assessment.

The CSI teams also utilized the Data Analysis Tool to look at all resources in order to identify resource inequities. There were no budget inequities because English learners are part of the unduplicated pupil count, therefore Supplemental and Concentration funds are already being utilized to provide actions and services for English learners to improve student and school outcomes. Also, Pacific Union is a single school district. Therefore all district funding goes to one school. There were no resource inequities. All teachers are appropriately assigned, all students have access to standards-aligned curriculum, students are appropriately placed in programs according to need, and all facilities meet the "Good Repair" status. However, through this process, it was determined that evidence-based interventions are needed to increase English Language Fluency and Literacy Skills among English learners. After consulting the CDE's website of continuous improvement

resources and the What Works Clearinghouse website the CSI team in conjunction with school site teachers decided to implement two programs: Read Naturally and iReady.

To build capacity among teachers and administration, Pacific Union will:

- continue to partner with FCSS to receive ELD coaching and training
- attend iReady professional development which includes sessions to analyze data from the diagnostic assessment and use the personalized instruction path to improve English learners' literacy skills.
- attend grade level meetings once a month to analyze classroom, iReady, and Read Naturally data, focusing on English learners' progress.

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Pacific Union will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement utilizing the CSI team, who will meet and analyze data. The CSI team will meet two times each trimester to monitor and evaluate the implementation of the CSI plan. Teacher lesson plans and user reports from iReady and Read Naturally will be used to monitor and evaluate implementation. A teacher survey will also be administered once each trimester to gather data to evaluate implementation. When the CSI team meets they will analyze data from iReady and Read Naturally to track English learner progress and monitor the effectiveness of the interventions. The CSI team will use stakeholder survey data, ELPAC assessment data, local literacy data (Fountas and Pinnell BAS) in addition to the next CA School Dashboard Academic Indicator data for ELA to evaluate the effectiveness of the interventions to improve English learner student outcomes.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

September 10, 2020 - Consulted with SELPA

October 5, 2020 - Discussed LCP expenditures with teachers

October 6, 2020 - paper copies of the LCP were disseminated to all staff

October 10, 2020 - Consulted with SELPA

November 12, 2020 - Consulted with SELPA

January 28, 2021 - Consulted with SELPA

February 17, 2021 - Consulted with SELPA

March 15, 2021 - Consulted with SELPA

April 15, 2021 - Consulted with SELPA

May 6, 2021 - LCP and LCAP update and LCAP were shared with District Parent Advisory Committee (DAC) and parents; comments were given to the superintendent and were responded to in writing. Pacific Union is a single school district therefore the DAC is also the school level Parent Advisory Committee.

May 6, 2021 - LCP and LCAP update and LCAP were shared with District English Learner Advisory Committee (DELAC) and parents; comments were given to the superintendent and were responded to in writing. Pacific Union is a single school district therefore the DELAC is also the school level English Learner Advisory Committee.

May 13, 2021 - Consulted with SELPA

May 2021 - Consulted with teachers, Certificated Local Bargaining Unit, administrators, and principal at the regularly scheduled weekly meetings

April 2021 - Stakeholder surveys were mailed to families in English and Spanish. Surveys were returned with student work.

April 2021 - Teacher surveys were administered via Google Forms.

April 2021 - Paper surveys were disseminated to Classified staff. Completed surveys were submitted through the office.

May 2021 - Consulted with students in grades 3-8

May 2021 - Student surveys were administered via Google Forms and Panorama

May 25, 2021 - Public Hearing - LCAP was presented at the board meeting to the board of trustees and the public, public comment was taken, written feedback by the District Parent Advisory Committee and District English Learner Advisory Committee was responded to in writing by the superintendent.

May 25-June 29, 2021 - LCAP public comment period

June 29, 2019 – All Stakeholder input, including parent input, was considered. LCAP public comment period continued. Local indicators were presented in conjunction with the revised final draft of the LCAP. The LEA budget and LCAP were approved and adopted by Board. Pacific Union does not have a Classified Union.

Input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable information regarding the needs and services for all students, including our socio-economically disadvantaged, Foster Youth, and



English learners. Information was gathered through online surveys and written surveys distributed schoolwide in English and Spanish, virtual stakeholder meetings, teachers' meetings, and district board meetings.

A summary of the feedback provided by specific stakeholder groups.

The list below includes the most frequently mentioned feedback stakeholders on the stakeholder survey and from stakeholder meetings:

- increased sports
- Summer school
- increased events and meetings for students and parents
- More parent/teacher meetings
- increased English language development for English learners
- extended learning opportunities
- field trips
- In-person instruction for all
- increased and improved technology
- increased campus safety
- psychological and counseling services

Parent, student, and community feedback revealed that extended learning opportunities and In-person instruction for all were most important, as these were mentioned more than any other item on stakeholder surveys and during stakeholder meetings. Therefore, 2021-22 will include an extended learning day and In-person learning for all.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable information regarding the needs and services for all students, including our socio-economically disadvantaged, Foster Youth, and English learners. Information was gathered through online surveys and written surveys distributed schoolwide in English and Spanish, virtual stakeholder meetings, teachers' meetings, and district board meetings.

The feedback received influenced the following goals and actions:

- additional support and targeted instruction for all students, including our unduplicated students, to increase academic achievement in ELA and Math (Goal 1, Actions 1, 2, 3, 4, and 8)
- targeted support, including professional development, for foundational literacy and English language development (Goal 1, Actions 4 and 7)
- additional experience for students outside the classroom through field trips (Goal 1, Action 5)
- psychological services (Goal 2, Action 3)
- increased school events and meetings (Goal 2, Action 4)
- increased sports and clubs for students (Goal 2, Action 6)
- increased technology and access to educational apps and programs (Goal 3, Action 3)

All of the feedback mentioned here from stakeholders was included in this plan.

# Goals and Actions

## Goal

Goal #	Description
1	All students, including unduplicated students, will continue to meet academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, and Mathematics, as measured by state and local assessments.

An explanation of why the LEA has developed this goal.

Pacific Union has developed this goal in order to address learning loss brought on by the pandemic, and provide actions and services for students to meet growth targets. The actions and services within this goal will provide increase targeted instruction, improved academic learning supports, and increased knowledge and use evidence-based best practices and data-driven decisions in the classroom. Metrics outlined below provide the growth target measures to show students' increased proficiency in English Language Arts, English Language Development, and Mathematics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Note: Dashboard results will be used once available.	Met or exceeded standards: All 27% Data Year: 2020-21 Data Source: i-Ready local benchmark				Distance from level 3: • 16 points Data Year: 2023-24 Data Source: Dashboard Fall 2024
CAASPP Math Note: Dashboard results will be used once available.	Met or exceeded standards: All 19% Data Year: 2020-21 Data Source: i-Ready local benchmark				Distance from level 3: • 40 points Data Year: 2023-24 Data Source: Dashboard Fall 2024
EL students making progress toward	36.7% Data Year: 2018-19				40% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency	Data Source: Fall 2019 Dashboard				Data Source: Fall 2023 Dashboard
EL students meeting reclassification criteria	7.6% Data Year: 2019-20 Data Source: Data Quest				Maintain 5% Data Year: 2022-23 Data Source: Data Quest
i-Ready Diagnostic Reading	Met Growth Target (K-8th) 24% Data Year: 2020-21 Data Source: i-Ready spring diagnostic				Met Growth Target (K-8th) 30% Data Year: 2023-24 Data Source: i-Ready spring diagnostic
i-Ready Diagnostic Mathematics	Met Growth Target (K-8th) 20% Data Year: 2020-21 Data Source: i-Ready spring diagnostic				Met Growth Target (K-8th) 28% Data Year: 2023-24 Data Source: i-Ready spring diagnostic
Fountas & Pinnell BAS Reading	Reading at Grade Level (K-2nd) 1.8% Data Year: 2020-21 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level				Reading at Grade Level (K-2nd) 5% Data Year: 2023-24 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Extended Day	<p>The unduplicated students in our district have some of the lowest academic performance as measured by the CAASPP ELA and Math assessments.</p> <p>To address the need for improved proficiency in English language arts and mathematics, an extended day program that increases instructional opportunities using credentialed teachers will be implemented for fourth through eighth grade, 4 days per week. The extended day program will be an increased academic resource for all students, including low-income, English learners, and foster youth. This action is different from previous years' after-school tutoring where students were placed in after-school tutoring for a 6-week period. The extended day will be implemented all year long. The academic day for all students including low-income, English learners, foster youth, and those experiencing homelessness, is extended by 30 minutes on Tuesday - Thursday of each week. Through additional time with skilled credentialed teachers, students will have increased access to content standards, enrichment opportunities, and more time to learning concepts which will help recover and extend learning. The extended day program should result in increased academic performance on state assessments for these students.</p>	\$100,000.00	Yes
2	Learning Director	<p>A need that has been exacerbated by the pandemic for all students, especially low-income, English learner, and foster youth students is for intervention/accelerated learning in order to address learning loss. Fountas &amp; Pinnell BAS results show that only 1.8% of K-2nd grade students are reading at grade level. i-Ready data shows only 23% of 3rd-8th grade students are at or above grade level in Reading. Through research, we know that properly implemented, instructional and social-emotional supports will help students master the skills and concepts they need to accelerate learning move toward academic proficiency. The district will provide a Learning Director focused on</p>	\$98,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coordinating and providing academic and social-emotional learning supports for the unduplicated students and support teachers with identifying the needs of these students, as well as support disaggregation of student group data, and program evaluation for effectiveness. As student academic and social-emotional learning is improved through providing and coordinating academic and social-emotional supports our unduplicated students will make increased progress on State and Local assessments, including CAASPP, ELPAC, i-Ready, and Fountas &amp; Pinnell BAS.</p>		
3	K-2 Summer School	<p>The impact of the pandemic has exacerbated a need for increased foundational reading and math skills for all students, especially low-income, English learners, and foster youth. Fountas &amp; Pinnell BAS results show that only 1.8% of K-2nd grade students are reading at grade level. i-Ready data shows only 23% of 3rd-8th grade students are at or above grade level in Reading. 19% of students in grades K-8 are at or above grade level in Mathematics.</p> <p>Through research and experience, we know that additional targeted instruction will help students learn the skills and concepts they need to accelerate learning. To meet this need summer school will be provided for Kindergarten through 2nd-grade unduplicated students to provide increased targeted instruction, by credentialed teachers and paraprofessionals, in foundational reading and math skills in an individualized or small group setting. As students master foundational reading and math skills they will have increased Reading proficiency on Fountas &amp; Pinnell reading assessments as well as increased math proficiency on the i-Ready Mathematics Diagnostic. This action has been carried forward from the 2017-2020 LCAP and has shown growth every year on state tests including CAASPP and ELPAC.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Instructional Aides and Reading Language Specialist	According to local i-Ready benchmark data and stakeholder feedback, there is a need to increase the unduplicated students' reading skills, including foundational literacy skills and English language development. Through research, we know that, when properly implemented, targeted specialized support for reading and English language development is an effective approach in meeting this need. To meet this need instructional aides and a Reading Language Specialist will continue to provide specialized instructional support to all students, including low-income, English learners, and foster youth, through individualized and small group remediation and acceleration lessons. As student reading skills and English language development are brought closer to proficiency, through this support, the associated test scores will increase, specifically ELPAC and CAASPP ELA. This action has been carried forward from the 2017-2020 LCAP and has shown growth every year on state tests including CAASPP and ELPAC.	\$200,000.00	Yes
5	Off-campus Field Trips	According to feedback from stakeholders, classroom field trips are an important part of the learning process. The unduplicated students have the least opportunity to learn outside of the classroom. This coupled with the recent stay-at-home order, brought on by the pandemic, has created a need for increased educational experiences inside and outside the classroom. To address this need Pacific Union will provide up to two grade-level off-campus field trips to increase background knowledge in subjects such as Science, History, and Art, and promote English Language Development. We know from research that field trips let students touch, feel, and listen to what they are learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, increase language development and expose them to worlds outside their own. The increased knowledge and language development will result in increased English language proficiency and increased scores on Smarter Balanced Assessments. This action has been carried forward from the 2017-2020 LCAP and has shown growth every year on state tests including CAASPP and ELPAC.	\$17,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Teacher Professional Development - Writing and Math	According to teacher and parent feedback, and local assessment data, there is a need to increase the unduplicated students' writing efficacy and math fluency. Through research, we know that instructional best practices increase student learning because teachers use the most current instructional techniques and methodology which increased student engagement. To address this need, Pacific Union will provide teacher professional development activities, facilitated by the Fresno County Superintendent of Schools, to increase instructional best practices, specifically knowledge and use of research-based best practices in writing and math instruction. As teachers hone instructional skills and knowledge, each student's ability to develop critical thinking, self-efficacy, and strengthen core concepts will improve. The instructional best practices in and math will result in increased academic performance on standardized assessments, or local assessments when standardized assessments were not available, for unduplicated students.	\$25,000.00	Yes
7	Professional development - English learner proficiency	To increase English language proficiency, teachers will participate in professional development in order to increase English language development (ELD) activities and supports for English learners. Increasing the implementation of ELD activities and supports in the classroom will increase English language proficiency for English learners.	\$5,000.00	Yes
8	Data Meetings	Due to the pandemic, there is a need to address learning loss in reading and mathematics. i-Ready data shows that only 27% of all students are at or above grade level in reading, and only 19% of all students are at or above grade level in mathematics. From research, we know that data-drive decisions in the classroom result in accelerated learning. To address this need teachers will participate in monthly grade-level professional learning communities (PLC) to review and analyze i-Ready diagnostic and personalized instruction data in order to plan improved targeted instruction to address learning loss and accelerate learning in reading and mathematics. Monthly meetings to plan and make data-driven	\$46,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		decisions will improve targeted instruction and accelerate learning for our unduplicated students and therefore increase the number of students meeting growth targets on the i-Ready reading and mathematics diagnostics.		
9	Additional ELD Supports and Activities	To increase English language proficiency, English learners will receive English language development (ELD) activities and supports through an additional 30 minutes daily with an instructional aide in a small group or one-on-one. Increasing ELD activities and supports in the classroom will increase English language proficiency for English learners.	\$42,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Pacific Union will continue to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community.

An explanation of why the LEA has developed this goal.

According to stakeholder feedback and state and local data, there is a need to improve suspension rate, chronic absenteeism, and student engagement. This goal was developed to address the root causes of these needs by implementing increased and improved actions and services surrounding school climate, social-emotional and behavior skills, student and parent engagement, and student citizenship. The pandemic has disrupted the climate and culture of school. The Pacific Union school district is located in a rural agricultural community. 363 students are spread out over 22 square miles, increasing the isolation and disconnectedness felt by the pandemic's stay-at-home order, creating a larger and more urgent need to provide increased and improved social-emotional and behavioral classroom supports, student safety, and an increased focus on students' physical and mental well-being.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate  Note: Data Quest will be used until data is available on the Dashboard	4.1% Data Year: 2019-20 Data Source: DataQuest				3% Data Year: 2022-23 Data Source: Dashboard Fall 2023
Chronic Absenteeism  Note: Local SIS Aeries will be used until data is available on the Dashboard	7.8% Data Year: 2019-2020 Data Source: Local SIS Aeries				7% Data Year: 2022-23 Data Source: Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA)	95.8% Data Year: 2019-2020 Data Source: CALPADS P2				95% Data Year: 2023-24 Data Source: CALPADS P2
Facilities maintained in good repair	0 instances did not meet good repair Data Year: 2020-21 Data Source: Dashboard Fall 2021				0 instances did not meet good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
Student SEL Survey	Growth Mindset Percent Favorable 3rd-5th Grade: 53% 6th-8th Grade: 50% Data Year: 2020-21 Data Source: Panorama SEL Survey				Growth Mindset Percent Favorable 3rd-5th Grade: 60% 6th-8th Grade: 57% Data Year: 2023-24 Data Source: Panorama SEL Survey
Expulsion Rate	0 Data Year: 2020-21 Data Source: DataQuest				0 Data Year: 2023-24 Data Source: DataQuest
Middle School Dropout Rate	0 Data Year: 2020-21 Data Source: DataQuest				0 Data Year: 2023-24 Data Source: DataQuest
Seek parent input & promote parental participation in	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021				Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for unduplicated students					
Sense of safety and school connectedness	Students: 98.8% Teachers: 100% Data Year: 2020-21 Data Source: Local Survey				Students: 100% Teachers: 100% Data Year: 2023-24 Data Source: Local Survey
Percent of students with access to a broad course of study	100% Data Year: 2020-21 Data Source: Review and analysis of school and teacher instructional schedules				100% Data Year: 2023-24 Data Source: Review and analysis of school and teacher instructional schedules

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Physical Fitness and Health	A need worsened by the pandemic is a need to improve physical fitness and health, attendance, and decrease behavior issues (suspension rate) among our socio-economically disadvantaged, Foster Youth, and English learners. Our students have the least access to playgrounds, parks, healthcare, and places for fitness. Other than the school, the nearest playground is approximately 10 miles away. From research, we know that increased levels of physical fitness, kinesthetic movement, and health awareness lead to improvements in self-esteem, concentration, and classroom behavior (reduction in classroom misconduct). To address this need Pacific Union will increase health and Physical Education instruction, provide adequate and improved Physical Education and sports areas, increase the variety of physical education and sports equipment, and provide a full-time nurse in order to focus on increasing physical fitness, health, and improve behavior. As fitness and health levels	\$262,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in our socio-economically disadvantaged, Foster Youth, and English learners, so will self-esteem, concentration, attendance, and classroom behavior, decreasing the suspension rate and chronic absenteeism rate.		
2	Basic Services	Provide bus transportation, classified positions, maintain facilities, retain and hire highly qualified teachers, and maintain phone system.	\$2,883,299.00	No
3	Psychological Services	A need that has been exacerbated by the pandemic for all students including our socio-economically disadvantaged, Foster Youth, and English learners is increased attendance and decreased chronic absenteeism. Through research we know that additional attention and focus on meeting the underlying root causes of this need will increase students' ability to become more appropriately engaged in the social aspects of school. To address this need, the district will provide a School Psychologist focused on providing targeted social-emotional and behavioral supports for students through small group and individualized interactions. As social-emotional and behavior skills are improved through psychological services it will open up more opportunities to focus on appropriate socializing and build a desire to attend class, which will improve attendance and decrease chronic absenteeism. This action has been carried forward from the 2017-2020 LCAP because stakeholder survey data shows it is a priority.	\$85,709.00	Yes
4	School Events, Parent Meetings, and Aeries SIS	According to stakeholder feedback and local data, parent/guardian involvement and engagement is among the lowest for our socio-economically disadvantaged, Foster Youth, and English learners. From research, we know that when a child's parent or guardian is involved and engaged in school activities and meetings, they are more likely to be involved in the education of their child. In order to increase parent/guardian involvement and engagement, Pacific Union will schedule periodic parent meetings and school events for all parents/guardians and students, including our socio-economically disadvantaged, Foster Youth, and English learners. Meetings and	\$15,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>events will include food, parent resources, current school information, and interpreters. The meetings and events will be published in the school calendar and on Pacific Union’s website in English and Spanish. Pacific Union will also provide more information, more often, regarding Aeries SIS access. Parents/guardians can use the Aeries SIS portal to access their child's attendance and grades. By increasing the number of opportunities parents/guardians have to engage with the school, the number of parents/guardians that become involved and engaged will increase, too. This action has been carried forward from the 2017-2020 LCAP because stakeholders continue to ask for parent meetings and events on the annual stakeholder survey.</p>		
5	Social-Emotional Learning	<p>High suspension rates and chronic absenteeism rates for our socio-economically disadvantaged, Foster Youth, English learners, and students with disabilities demonstrate a disparity that must be addressed. Through research we know that additional attention and focus on meeting the underlying root causes of these needs will increase the students' ability to become more appropriately engaged in the academic and social aspects of school. To address this need, teachers will implement research-backed SEL interventions, activities, and resources in weekly lessons, from Panorama Playbook, to increase services for the Whole Student by providing social-emotional awareness and behavior skills. As students' social-emotional and behavior skills improve, increasing a sense of belonging and meeting the basic needs of the students, chronic absenteeism and suspension rates will decrease.</p>	\$5,000.00	Yes
6	Music Program, Sports, and Clubs	<p>Chronic absenteeism rates for our socio-economically disadvantaged, Foster Youth, English learners, and students with disabilities demonstrate a disparity that must be addressed. Research suggests that providing more opportunities for students to become engaged in school through activities such as sports, clubs, and programs, such as music, will encourage students to attend school regularly. To address this need Pacific Union will provide additional school</p>	\$154,344.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities for all students in grades TK-8. A credentialed music teacher will provide weekly music lessons to each TK-8 grade classroom, as well as extracurricular band instruction for students in grades 5-8. After school sports, such as basketball, volleyball, cross country, and track will be offered to students, along with before and after school clubs such as garden club, chess, and folkloric dancing. As more students become engaged in school through extra activities such as sports, clubs, and music, more students will want to attend school on a regular basis to participate in these activities, therefore decreasing the chronic absenteeism rate. This action has been carried forward from the 2017-2020 LCAP because stakeholders continue to request increased sports and programs on the annual stakeholder survey.</p>		
7	<p>Rewards/Awards for Positive Academics, Behavior, and Attendance</p>	<p>Chronic absenteeism rates and suspension rates for our socio-economically disadvantaged, Foster Youth, English learners, and students with disabilities demonstrate a disparity that must be addressed. Research suggests that providing positive reinforcement proves to be the most effective way to modify and encourage different behavior. In this case, the behavior is attending school and engaging socially and academically in the classroom. In past years, Pacific Union has implemented parts of the Time to Teach program to address the need for improved classroom behavior. Beginning this year, Pacific Union will address this need, and the additional need for increased attendance, by providing increased rewards and awards for improved behavior and attendance. Pacific Union will also implement a new reward system for improved academics. As other actions within this plan address the root causes of chronic absenteeism and suspension rate, this action reinforces the desired outcome which is positive social and behavioral student interactions, regular attendance, and increased engagement in the classroom academically and socially. As more students receive positive reinforcement for improved academics, behavior, and attendance the anticipated effect will be lower chronic absenteeism and suspension rates for our socio-economically disadvantaged, Foster Youth, and English learners.</p>	\$5,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Retain and hire Highly Qualified Teachers for all core subjects, purchase state/locally approved curriculum and supplemental resources for all courses in order to acquire 21st century learning skills; update library and classroom books and materials.

An explanation of why the LEA has developed this goal.

Pacific Union has implemented this goal since 2017, and each year the targets set within the metrics, outlined below, have had a status of "Target Met". Therefore this goal will be carried forward from the 2017-2020 LCAP. The actions and services within this goal will provide teachers and students with the increased resources, supplies, technology, and materials they need to teach and learn, measured by State Standards Reflection Tool, SARC, lesson plans, curriculum calendars, and textbook inventory.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards, including ELD standards, for all students	Full Implementation Data Year: 2020-21 Data Source Dashboard Fall 2021				Full Implementation & Sustainability Data Year: 2023-24 Data Source Dashboard Fall 2024
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021				0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source:				100% Data Year: 2023-24 Data Source:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Fall 2021				Dashboard Fall 2024

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core Supplemental Materials	According to stakeholder feedback, there is a need to increase the number of hands-on materials, including materials for Science, Technology, Engineering, Art, and Math (STEAM), for all students, including our socio-economically disadvantaged, Foster Youth, and English learners, in order to provide improved access to state standards and a broad course of study. From research and experience, we know that increased hands-on and creative activities in the classroom lead to increased knowledge and understanding of concepts and learning objectives. To address this need Pacific Union will increase the number of hands-on materials, including materials for STEAM, in order to improve access to state standards and a broad course of study which will be evidence by a status of full implementation and sustainability for implementation of standards for all students, and improved broad course of study. This action is being carried forward from the 2017-2020 LCAP because every year it increases the implementation of standards including English Language Development Standards.	\$29,095.00	Yes
2	State Adopted Common Core Curriculum	Purchase state and locally adopted common core curriculum	\$50,000.00	No
3	Technology	A need that has been exacerbated by the pandemic for all students including our socio-economically disadvantaged, Foster Youth, and English learners is increased and improved access to, and availability of, adequate technology. During the pandemic, most of the school's available Chromebooks were sent home with students for the entirety of the school year. Much of that technology has been damaged and is either in need of repairs or will need to be replaced. In order for	\$30,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to fully obtain 21st-century skills and access a broad course of study, students need increased access to technology in the classroom and at home. To address this need Pacific Union will improve and maintain technology services and purchase classroom and Library technology, i.e., replacement chromebooks, additional Chromebooks, headphones, educational app licenses, etc. Increased access to technology will help create a 21st-century environment where all students including our socio-economically disadvantaged, Foster Youth, and English learners, can utilize the technology to obtain 21st-century skills and access a broad course of study. This action is being carried forward from the 2017-2020 LCAP because every year it increases the implementation of standards including English Language Development Standards, as well as an increased variety of access to standards-aligned instructional materials.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.6%	\$1,171,510

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Pacific Union School District has calculated that it will receive \$1,171,510 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan.

The contributing action titles are:

- 1.1: Extended Day Program
- 1.2: Learning Director
- 1.3: K-2 Summer School
- 1.4: Instructional Aides and Reading Language Specialist
- 1.5: Off-campus Fieldtrips
- 1.6: Teacher Professional Development - Writing and Math
- 1.7: Professional Development - English Learner Proficiency
- 1.8: Data Meetings
- 1.9: Additional ELD Supports and Activities
- 2.1: Physical Fitness and Health
- 2.3: Psychological Services
- 2.4: School Events, Parent Meetings, and Aeries SIS
- 2.5: Social-Emotional Learning
- 2.6: Music Program, Sports, and Clubs
- 2.7: Rewards/Awards for Positive Academics, Behavior, and Attendance
- 3.1: Common Core Supplemental Materials

### 3.3: Technology

All actions and expenditure of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Pacific Union School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a districtwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, Pacific Union School District has calculated that it will receive \$1,171,510 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 36.6%. Pacific Union School District has demonstrated that it has met the 36.6% proportionality percentage by planning to expend all the supplemental and concentration funds on actions and services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,104,809.00				\$4,104,809.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,439,596.00	\$1,665,213.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Extended Day	\$100,000.00				\$100,000.00
1	2	English Learners Foster Youth Low Income	Learning Director	\$98,977.00				\$98,977.00
1	3	English Learners Foster Youth Low Income	K-2 Summer School	\$50,000.00				\$50,000.00
1	4	English Learners Foster Youth Low Income	Instructional Aides and Reading Language Specialist	\$200,000.00				\$200,000.00
1	5	English Learners Foster Youth Low Income	Off-campus Field Trips	\$17,340.00				\$17,340.00
1	6	English Learners Foster Youth Low Income	Teacher Professional Development - Writing and Math	\$25,000.00				\$25,000.00
1	7	English Learners	Professional development - English learner proficiency	\$5,000.00				\$5,000.00
1	8	English Learners Foster Youth Low Income	Data Meetings	\$46,000.00				\$46,000.00
1	9	English Learners	Additional ELD Supports and Activities	\$42,000.00				\$42,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Physical Fitness and Health	\$262,000.00				\$262,000.00
2	2	All	Basic Services	\$2,883,299.00				\$2,883,299.00
2	3	English Learners Foster Youth Low Income	Psychological Services	\$85,709.00				\$85,709.00
2	4	English Learners Foster Youth Low Income	School Events, Parent Meetings, and Aeries SIS	\$15,700.00				\$15,700.00
2	5	English Learners Foster Youth Low Income	Social-Emotional Learning	\$5,000.00				\$5,000.00
2	6	English Learners Foster Youth Low Income	Music Program, Sports, and Clubs	\$154,344.00				\$154,344.00
2	7	English Learners Foster Youth Low Income	Rewards/Awards for Positive Academics, Behavior, and Attendance	\$5,000.00				\$5,000.00
3	1	English Learners Foster Youth Low Income	Common Core Supplemental Materials	\$29,095.00				\$29,095.00
3	2	All	State Adopted Common Core Curriculum	\$50,000.00				\$50,000.00
3	3	English Learners Foster Youth Low Income	Technology	\$30,345.00				\$30,345.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,171,510.00	\$1,171,510.00
<b>LEA-wide Total:</b>	\$1,124,510.00	\$1,124,510.00
<b>Limited Total:</b>	\$47,000.00	\$47,000.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Extended Day	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
1	2	Learning Director	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,977.00	\$98,977.00
1	3	K-2 Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	4	Instructional Aides and Reading Language Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
1	5	Off-campus Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,340.00	\$17,340.00
1	6	Teacher Professional Development - Writing and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	7	Professional development - English learner proficiency	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Data Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	\$46,000.00
1	9	Additional ELD Supports and Activities	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$42,000.00	\$42,000.00
2	1	Physical Fitness and Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,000.00	\$262,000.00
2	3	Psychological Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,709.00	\$85,709.00
2	4	School Events, Parent Meetings, and Aeries SIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,700.00	\$15,700.00
2	5	Social-Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	6	Music Program, Sports, and Clubs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,344.00	\$154,344.00
2	7	Rewards/Awards for Positive Academics, Behavior, and Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	1	Common Core Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,095.00	\$29,095.00
3	3	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,345.00	\$30,345.00



**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.